BUDGET 2005

Ministry of Education

SERVICE PLAN 2005/06 – 2007/08

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Message from the Minister and Accountability Statement

I am pleased to present the Ministry of Education's 2005/06 to 2007/08 Service Plan. This plan builds on the government's work to improve student achievement in British Columbia's schools and fulfill the Premier's commitment to make B.C. the most literate location in North America by 2010. Priorities for this year will include literacy, student health and physical activity, and making schools the centre of the community.

Student achievement continues to improve across British Columbia, thanks to the efforts of students, parents, teachers, principals, administrators and school boards. The three main measures of student achievement are completion rates, provincial exams and the Foundation Skills Assessment. All three measures show improved results over the last year.

School completion rates are at record levels, including the percentage of Aboriginal students completing school last year. Students also scored higher on a majority of provincial examinations. On FSA, all students in Grades 4 and 7 — boys, girls, ESL and Aboriginal students — scored higher in reading compared to the year before.

Improving literacy will remain a key objective of the Ministry of Education. To ensure that literacy rates continue to improve, the government has invested more than $20 million in initiatives and resources for parents, students and educators, including $5 million to support innovative literacy teaching practices. These new programs and tools will focus on the youngest learners to give them a solid foundation in reading, writing and math, and will support older learners as they continue in school.

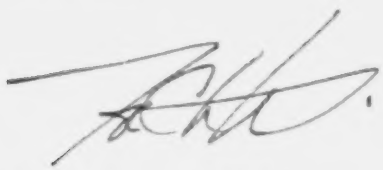
The government is committed to continuing to bring out the best in every student by helping students get ready for school. The Ready, Set, Learn program will help parents prepare their children for Kindergarten so they have the best possible chance for a great education. The program will also support government's plan to provide each B.C. child with comprehensive diagnostic hearing, sight and dental testing, as well as necessary intervention and treatment before Grade 1. We know that when young children get a good start in school, they get a good start in life.

The Ministry of Education's number one priority is to make sure that all students can achieve their best. Research shows that active students are not only healthier, but they do better in school. This year, the ministry will initiate a healthy schools plan to ensure our students are healthier and more physically active. Under the plan, the Ministry will work with school boards, health professionals and vending machine companies to eliminate junk food from our schools over the next four years. The Ministry will also join with the Ministry of Health Services to expand the *Action Schools! BC* to schools throughout the province.

Last year, all schools in seismic risk zones in British Columbia were assessed. This year, we will commence a 15-year plan, at an estimated cost of $1.5 billion, to complete seismic upgrades to all schools at risk in an earthquake. We will also continue our three-year capital plans for maintenance, renovation and replacement of existing schools and construction of new schools to ensure students in British Columbia have appropriate learning environments. The Ministry of Education will also be working with school boards to examine ways to make schools the centre of their communities, including a review of under-utilized school facilities that could be used as daycare centres, seniors' centres or parent centres.

We are fortunate in British Columbia to have one of the best public education systems in the world. According to the most recent international assessment, B.C. students are among the best in the world in math, science and reading. To continue to meet the needs of students in a world that changes quickly, we must always strive to improve. This service plan sets out our goals and performance measures to support the further development of British Columbia's top-notch education system and ensures that our students have tools to succeed — both in and out of school.

As the Minister responsible, the 2005/06 – 2007/08 Service Plan for the Ministry of Education was prepared under my direction, in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared. All material fiscal assumptions and policy decisions as of January 31, 2005 have been considered in preparing the plan and I am accountable for achieving the specific objectives in the plan.



Honourable Tom Christensen
Minister of Education

February 15, 2005

Ministry Overview and Core Business Areas

The Ministry of Education's mandate is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy. The roles and responsibilities of the Ministry of Education and its partners are set out under the *School Act*, the *Teaching Profession Act*, the *Independent School Act* and accompanying regulations. The primary role of the ministry is to provide funding, establish governance structures, set educational standards, monitor student performance and report results to the public. The legislation and regulations provide the framework school boards need to work with schools and communities in order to focus on the overarching goal of the education system — to improve student achievement. British Columbia's K-12 system[1] serves approximately 574,230 public school FTE's[2] (full-time equivalents), approximately 62,550 independent school student FTE's and over 3,060 home-schooled children. The ministry relies on its five core business areas to implement its strategic direction and achieve its goals and objectives. The resource information on core business areas is available in the Resource Summary on the following page.

1. **Public Schools** The ministry provides operating funding to school boards and others to support the K-12 public school system. School boards are responsible for and will be held accountable for improving student achievement and publicly reporting the results. The ministry also provides capital funding for public schools.
2. **Independent Schools** As legislated under the *Independent School Act*, the ministry provides operating funding to approximately 352 independent schools. Approximately 10.5 per cent of the K-12 population is currently enrolled in independent schools. The Inspector of Independent Schools is responsible to the Minister of Education for the administration of the *Independent School Act*.
3. **Debt Service and Amortization** The ministry provides funding to public schools to finance capital projects including upgrades, renovations, expansions, new facilities and buses. This area includes servicing debt and amortizing school board assets acquired with that debt.
4. **Management Services** Management Services provides corporate services to operating programs, including financial, budget, human resources, information management, administrative services, freedom of information and privacy services, and general services assistance for the Ministries of Education, Advanced Education, and Skills Development and Labour.
5. **Executive and Support Services** The ministry provides leadership and develops policy and legislation, oversees system governance, sets results-based standards and accountability frameworks, monitors performance, and reports results. This area includes the Minister's Office and Ministry Program Management.

[1] The data used is for the 2004/05 school year.

[2] The total of 574,230 Public School funded enrolment FTE's is comprised of 563,864 school age FTE's and 10,366 adult FTE's.

Resource Summary

Core Business Areas	2004/05 Restated Estimates[1]	2005/06 Estimates	2006/07 Plan	2007/08 Plan
Operating Expenses ($000)				
Public Schools	4,130,563	4,269,033	4,329,201	4,329,228
Independent Schools	176,777	186,629	201,059	210,247
Debt Service and Amortization	564,955	546,385	561,287	575,072
Management Services	13,346	13,346	13,346	13,346
Executive and Support Services	35,234	44,234	45,734	45,734
Total	**4,920,875**	**5,059,627**	**5,150,627**	**5,173,627**
Full-time Equivalents (Direct FTEs)				
Management Services	99	99	99	99
Executive and Support Services	214	214	214	214
Total	**313**	**313**	**313**	**313**
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)				
Management Services	310	95	20	20
Executive and Support Services	14,100	9,650	6,658	4,813
Total	**14,410**	**9,745**	**6,678**	**4,833**
Capital Plan ($000)				
Public Schools	134,500	170,300	173,590	213,490
Total	**134,500**	**170,300**	**173,590**	**213,490**

[1] These amounts have been restated, for comparative purposes only, to be consistent with the presentation of the *2005/06 Estimates*. Schedule A of the *2005/06 Estimates*, presents a detailed reconciliation.

Resource Summary — School Districts

School Districts	2004/05 Restated Estimates[1]	2005/06 Estimates	2006/07 Plan	2007/08 Plan
($000) Combined Income Statement[2]				
Total Revenue	4,468,000	4,733,000	4,788,000	4,792,000
Total Expense	4,451,000	4,696,000	4,733,000	4,744,000
Operating Results	17,000	37,000	55,000	48,000
Gain (Loss) on sale of capital assets	(1,000)	(2,000)	0	0
Net results	**16,000**	**35,000**	**55,000**	**48,000**

[1] These amounts have been restated, for comparative purposes only, to be consistent with the presentation of the *2005/06 Estimates*. Schedule A of the *2005/06 Estimates*, presents a detailed reconciliation.

[2] This combined income statement includes estimates from 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

Vision, Mission and Values

Vision

The ministry's vision is a high quality education system that puts student achievement at the center of all decision-making.

Mission

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

Values

The Ministry of Education is comprised of a professional, non-partisan public service that respects the *Standard of Conduct for Public Service Employees*. The ministry is an organization whose employees work together to improve student achievement in British Columbia. The ministry is committed to the goals and objectives set out in *A Corporate Human Resource Plan for the Public Service of British Columbia* and in the ministry's *Corporate Human Resources Plan*. Ministry employees agree that it is important to demonstrate the following behaviors in daily interactions with the public and with one another:

- to behave with integrity, promoting relationships of mutual trust, confidence and respect;
- to provide high levels of service to everyone with whom we come in contact;
- to ensure information is shared in a relevant and timely manner;
- to identify and acknowledge problems and work together to resolve them; and
- to acknowledge each other's contributions.

Goals, Objectives, Strategies and Results

Government Strategic Goals

A strong and vibrant provincial economy. A supportive social fabric. Safe, healthy communities and a sustainable environment.

Ministry Mission

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

Ministry Goals	Ministry Objectives	Performance Measures/Indicators
1. Improved student achievement.	1. Improved student achievement in areas of intellectual development with a specific focus on literacy.	School completion rates.
		Provincial Test — Part I: Foundation Skills Assessment (FSA) results. Part II: Graduation Program Exam results.
		Enrolment of students in secondary apprenticeship programs.
	2. Improved student human and social development (i.e., health and well-being).	Part I: Percentage of public school parents who report that their child feels safe at school. Part II: Percentage of public school students who report feeling safe at school.
		Part I: Percentage of parents who report their child is learning how to stay healthy. Part II: Percentage of students who report learning how to stay healthy.
2. A high quality performance-oriented education system.	1. An environment of choice and flexibility exists in the K-12 education system.	Percentage of public school parents and students reporting satisfaction with program choices available to them.

Goal 1: *Improved Student Achievement*

To provide all students with opportunities for improvement, regardless of their ethnicity, gender, geographic location, physical characteristics or socio-economic status, and to recognize all achievements.

Improved student achievement should result in students being able to demonstrate progress in academic performance in the K-12 education system, and in students being knowledgeable about health and safety. Continued progress toward the province's social and economic goals depends upon well-educated citizens. The ministry's measure of success for this goal is year-over-year improvement in all areas of student achievement.

The Ministry of Education, in partnership with school boards, is responsible for improving student achievement. While the ministry is responsible for setting standards, monitoring results, and providing funding for the K-12 education system, it is not directly responsible for delivering education programs to students. The *School Act* and *School Act Regulations* define the management functions, including the roles and responsibilities of the Ministry of Education, school boards, and school officials. The *School Act* and *School Act Regulations* delegate authority to school boards to hire senior level staff to administer school operations and to advise boards in formulating policy. Currently, school boards have a primary responsibility for students' intellectual development and a shared responsibility with families and the community for students' human, social and career development.

Each school board, in accordance with an "Accountability Framework," is accountable to the province and the public for the performance of students in its district. Under the terms of an "Accountability Contract," each school board has the autonomy to govern the schools in its district to achieve the results targeted in its "Accountability Contract." This allows school boards the flexibility to meet the unique needs of the communities they serve.

Core Business Area: *Public Schools; Independent Schools; and Management and Executive Services*

Objective 1: *Improved student achievement in areas of intellectual development with a specific focus on literacy.*

Early intervention offers children the best chance to acquire the strong literacy skills needed for academic and career success. Over the next three years, the ministry will focus on key strategies that include providing support for early literacy, encouraging early intervention to improve success in reading, and monitoring and reporting student performance. A fourth strategy to improve student achievement in intellectual development will be to recognize all achievements by acknowledging learning outside the classroom. If the education system is to meet the requirements of a strong economy for skilled trades workers, more students must be given the opportunities and skills to gain experience in the trades.

A well-rounded education system focuses on the whole child, and encourages social and human development, as well as intellectual development. Intellectual development, one of the key elements in improving student achievement, is addressed under this objective; the other key elements, social and human development, will be addressed under Goal 2.

Performance Measures:

Note: *The five performance measures chosen to measure the main goals — improved student achievement and a high quality and performance-oriented education system — are not the only indicators of success used by the Ministry of Education. Rather, these measures have been chosen to highlight the most crucial aspects of the ministry's performance. It should also be noted that the performance measures used by the Ministry of Education are not static — they are subject to change as the ministry continues to refine and improve its performance indicators, and when or if the ministry decides to change its strategic direction. All of the performance measures in this Service Plan meet the standards of good performance planning, and are complete, accurate, statistically reliable, independently verifiable, and based on data that is reliable and timely.*

The ministry has reduced the number of performance measures under this objective in order to focus on the three that are the most meaningful to the public and which best reflect the public interest. By measuring completion rates and the results from provincial testing (Foundation Skills Assessment and Graduation Program Exams), the ministry and the public will be able to obtain a clear picture of student achievement and to measure the degree of improvement. As well, by measuring the enrolment of students in secondary apprenticeship programs, the ministry will be able to determine how successful it has been in encouraging students to consider a career in the trades sector.

School completion rates: Completion rates are a key measure of the success of our education system, and the ministry continues to strive for systemic improvement in this area. The school completion rate calculates the proportion of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a BC public or independent school.

The Dogwood certificate was chosen as a performance measure because it is tangible evidence that a student has succeeded in the K-12 education system, and because it acts as a passport to either post-secondary education or the job market. In our society, young adults have a far better chance for a successful life with a secondary school graduation certificate. In British Columbia, unlike in most other provinces, the Ministry of Education annually tracks and collects each individual child's data through the use of a Personal Education Number (PEN). The use of a PEN allows the ministry to track an individual student's progress through the system. The results are collected and reported in late fall of each school year.

Provincial Test Part I — Foundation Skills Assessment results: The Foundation Skills Assessment performance measure is important because it serves as a warning that can alert educators to a cohort's challenges at an early stage, and allows for a proactive response. The data gathered from the Foundation Skills Assessment also provides all levels of the education system with an opportunity to plan more effectively and to focus on key priorities, in order to meet the goal of year-over-year improvement in student achievement.

The FSA specifically targets reading, writing and numeracy skills, but does not cover the entire spectrum of the BC curriculum. Student participation in FSA is generally around 90%. The Foundation Skills Assessment provides a look at issues on a broad scale, such as an overall improvement or decline in reading skills, and allows a focused response at the individual school level, the district level or the provincial level. FSA is a standardized measure, designed by BC teachers to reflect the BC education system's curriculum. The tests are administered annually to students in Grades 4 and 7, and the results are reported each year in the fall. Grade 10 students now take Graduation Program Exams.

Provincial Test Part II — Graduation Program Examinations: In addition to Foundation Skills Assessment, the Graduation Program Exams are a key measure of how successful the K-12 system is in achieving its goal. Secondary students are required to write five exams under the new 2004 Graduation Program — Language Arts 10 and 12, Mathematics 10, Science 10 and Social Studies 11/12. Graduation Program Exams were chosen as an indicator of intellectual achievement because writing the exams is a requirement for graduation, beginning with Grade 10 students in 2004/2005.

Grade 10 was dropped from the FSA in 2004 because the new Grade 10/11 Graduation Program Exams are a more comprehensive measure of performance at Grade 10. Results from the Graduation Program Exams for Grades 10/11 can be used as a system-wide measure, as well as a measure of individual achievement. These exams are administered five times a year, and an annual report of school, district and provincial results will be made available each fall. Baseline data will be established for the 2004/05 school year, as this is the first year for the 2004 Graduation Program.

Enrolment of students in secondary apprenticeship programs: Tracking the enrolment of students in secondary apprenticeship programs is a useful measure because it indicates the level of student interest in pursuing a career in the trades sector. Baseline data was collected for this measure last year. By providing skilled workers for the trades sector, the ministry is working to meet the province's goal of a strong and vibrant economy.

Performance Measures		2004/05 Actual/Base	2005/06 Target	2006/07 Target	2007/08 Target
School Completion Rates	Overall	79%	The target is trend over time improvement		
	Aboriginal	47%	The target is trend over time improvement		
	Male	75%	The target is trend over time improvement		
	Female	83%	The target is trend over time improvement		
	ESL	82%	The target is trend over time improvement		
	French Immersion	92%	The target is trend over time improvement		
	Gifted	100%	The target is trend over time improvement		

Performance Measures		2004/05 Actual/Base	2005/06 Target	2006/07 Target	2007/08 Target
Provincial Test — Part I:	Reading Grade 4	80	The target is trend over time improvement		
Foundation Skills Assessment results	Reading Grade 7	80			
	Writing Grade 4	91			
	Writing Grade 7	90			
	Numeracy Grade 4	88			
	Numeracy Grade 7	83			

Performance Measures		2004/05 Actual/Base	2005/06 Target	2006/07 Target	2007/08 Target
Provincial Test — Part II:	Language Arts 10	Baseline* data	The target is trend over time improvement		
Graduation Program Exam results	Mathematics 10	Baseline data			
	Science 10	Baseline data			

* *Baseline data for this measure will be reported in Fall 2005*

Performance Measure	2004/05 Actual/Base	2005/06 Target	2006/07 Target	2007/08 Target
Enrolment of students in secondary apprenticeship programs.	727	The target is trend over time improvement		

Objective 2: *Improved student human and social development (i.e., health and well-being).*

For children to learn effectively, they need to be healthy and have a safe learning environment. In order to ensure that children are taught in an environment that is conducive to learning, and that they have the capacity to learn, the ministry has chosen to focus on two important strategies over the next three years. The first strategy revolves around supporting the efforts of schools, school boards and school communities as they continue to strive for the vision of safe streets and schools outlined in the ministry's *Safe, Caring and Orderly Schools* initiative.

The second strategy revolves around supporting healthy living for K-12 students. The Ministry of Education, in collaboration with the Ministry of Health Services, has launched an action plan for student health. The action plan consists of a multi-faceted approach, and includes a policy framework for schools to promote learning about health. In order to increase awareness of the importance of health issues, a revision of expected learning outcomes related to the health curriculum has also been included in the action plan. A third component of the plan is *Action Schools! BC*, which is an initiative designed to encourage physical activity in school-aged children. Together, the strategies to support the efforts of school boards to emphasize safety and encourage healthy habits will lead to improved student achievement.

Performance Measures:

Part I: Percentage of public school parents who report that their child feels safe at school;

Part II: Percentage of public school students who report feeling safe at school:
An effective learning environment is a critical component of the ministry's goal to improve student achievement. Children need to feel secure at school — they cannot learn effectively in an environment where they are fearful or anxious. Not only do children learn more effectively when they feel safe, they are more likely to stay in school. This measure is important because it accurately reflects parents' and children's perceptions related to school safety. The safety-related questions are asked as part of the Ministry of Education's Satisfaction Survey, which is administered annually to students at the school level in Grades 4, 7, 10, and 12, and to parents and staff.

Part I: Percentage of parents who report their child is learning how to stay healthy;

Part II: Percentage of students who report learning how to stay healthy: These health-related questions are also drawn from the Ministry of Education's annual Satisfaction Survey, and are a key measure of the attitudes of students and parents toward health education in the schools. Children who are physically active and who eat a nutritious, well-balanced diet have an advantage when it comes to learning and achieving academic excellence. For students, learning how to incorporate physical activity and healthy eating into their lives while they are in school will pay huge dividends throughout their adult lives, and will reduce future chronic disease. One of the benefits of lower rates of chronic disease will be to reduce additional pressure on government programs.

Performance Measures		2003/04	2004/05 Actual/ Base	2005/06 Target	2006/07 Target	2007/08 Target
Part I: Percentage of public school parents who report their child feels safe at school.	Elementary	86%	87%	The target is trend over time improvement.		
	Secondary	78%	81%			
Part II: Percentage of public school students who report feeling safe at school.	Elementary	80%	82%	The target is trend over time improvement.		
	Secondary	70%	71%			

Performance Measures		2003/04	2004/05 Actual/ Base	2005/06 Target	2006/07 Target	2007/08 Target
Part I: Percentage of parents who report that their child is learning to stay healthy.	Elementary	Baseline data	65%	The target is trend over time improvement.		
	Secondary	Baseline data	47%			
Part II: Percentage of public school students who report they are learning how to stay healthy.	Elementary	Baseline data	51%	The target is trend over time improvement.		
	Secondary	Baseline data	25%			

Goal 2: *A high-quality performance-oriented education system*

In a high quality performance-oriented education system, the focus of the entire system is on a data driven, results-based, and flexible approach to improving student achievement. The best way to ensure student success — during the K-12 school years and in preparation for post-secondary endeavors — is to offer students choices that fit their needs and interests. Such a system will result in access to quality education for all students, learning choices for parents and students, and will be measured by the level of satisfaction reported by students and parents.

In order to support school boards' efforts to offer choice in the schools, the ministry has removed barriers that might have hampered the achievement of this goal. Specifically, there is now legislation in place that grants to parents the legal right to volunteer in their child's school,[3] as well as legislation that provides more choice and flexibility in school calendars and class size.[4]

The ministry will work with school boards to examine ways to make schools the centers of their communities; this work will include conducting a review of under-utilized school facilities that could be used as daycare centers, seniors' centers or parent centers. The choice to integrate services, supports, and partnerships will lead to improved student learning, stronger families and healthier communities.

Core Business Area: *Public Schools; Independent Schools; Executive and Support Services; Management Services; and Debt Services and Amortization*

Objective 1: *An environment of choice and flexibility exists in the K-12 education system.*

Over the next three years, the ministry's strategy will be to provide student achievement and satisfaction data results to parents and students, in order to give parents and students the information necessary to make informed choices. The Ministry of Education will continue to encourage school boards to offer programs of choice so that students can choose programs to fit their unique talents and needs.

Performance Measure:

Percentage of public school parents and students reporting satisfaction with program choices available to them: Assessment of the satisfaction of parents and students is key to determining the performance of the education system. The Ministry of Education depends on the support of both parents and taxpayers as a whole to achieve its goals. Since the data for this performance measure is gathered at the school level from the annual Satisfaction Survey, it can be incorporated into school performance plans.

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[3] Bill 8 — *School (Protection of Parent Volunteers) Amendment Act, 2001.*

[4] Bill 28 — *Public Education Flexibility and Choice Act, 2002.*

Performance Measures		2003/04	2004/05 Actual/ Base	2005/06 Target	2006/07 Target	2007/08 Target
Percentage of public school parents and students reporting satisfaction with program choices available to them.	Elementary Parents	70%	71%	The target is trend over time improvement.		
	Secondary Parents	59%	62%			
	Students Grades 10/12	46%	47%			

Performance Measures Discontinued from Previous Service Plan

As part of the ministry's ongoing efforts to fine-tune and streamline performance measures, in order to focus on the few critical aspects of performance, the following measures have been discontinued from the previous Service Plan (2004/05 - 2006/07).

Performance Measures	Rationale for Discontinuation
Percentage of public and independent students successfully completing Grade 12 courses (with a "C" or better)	Will be reported on Ministry of Education website: **http://www.bced.gov.bc.ca**
National and international assessment results	Will be reported on Ministry of Education website: **http://www.bced.gov.bc.ca**
McCreary Survey	Data reported on the McCreary Center Society website: **http://www.mcs.bc.ca**
Percentage of public school parents who report they can play a meaningful role in their child's education **Percentage of public school parents and students satisfied with their child's school and education**	Addressed by formation of School Planning Councils and legislation allowing parents the right to volunteer in child's school. A survey on School Planning Councils is available on The Society for the Advancement of Excellence in Education's website: **http://www.saee.ca**
Percentage of public school Principals and Vice Principals Association members who report spending over 90 minutes per week supervising learning in the classroom	Will be reported on PVPA website: **http://www.bcpvpa.bc.ca**
Percentage of satisfaction surveys administered online	Will be reported on Ministry of Education website: **http://www.bced.gov.bc.ca**
Proportion of the acts, regulations, policies and policy instruments reviewed, eliminated and/or modified	Target met and exceeded
Funding envelopes allocated to school boards on time	Target met
Percentage of public and independent Grade 12 graduates receiving exam scholarships	Will be reported on Ministry of Education website: **http://www.bced.gov.bc.ca**
Percentage of qualifying independent schools that received funding	Will be reported on Ministry of Education website: **http://www.bced.gov.bc.ca**
Consultation for and pilot of implementation of a ministry-wide risk management plan	Completed

Related Initiatives and Planning Processes

Deregulation and Regulatory Reform

As of June 2004 the Ministry of Education met and exceeded its three-year deregulation target. The ministry is committed to maintaining the June 2004 count of 20,490 regulatory requirements during 2005/06.

Regulatory requirements contained in legislation, regulation, policy and procedures will continue to be monitored and reported, consistent with the Regulatory Reform Policy. Increases in regulatory requirements, where required, will be offset by reductions, maintaining a zero percent increase year to year.

Further regulatory reduction and reform opportunities will be identified as the ministry continues to provide school districts with flexibility and students with choice. Where appropriate, this ongoing review will include the use of smart regulation rather than prescriptive regulation, while ensuring that the focus of the education system is on improving student achievement.

Overviews of Human Resource Plan and Information Resource Management Plan

Overview of Human Resource Plan

The Human Resource Plan overview for the Ministry of Education is available on the ministry website at:

http://www.bced.gov.bc.ca/annualreport/2005/hrp.pdf.

Overview of Information Resource Management Plan

The ministry Information Resource Management Plan overview is available on the ministry website at:

http://www.bced.gov.bc.ca/annualreport/2005/irmp.pdf.